

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Frontier Elementary School

Peoria Unified School District
21258 N. 81st Avenue, Peoria, AZ 85382

- ☐ Excelling
- ☐ Improving
- ☒ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Mrs. Linda Bromert

Schedule: 7:30 AM to 4:00 PM

Web Address: frontier.peoriaud.k12.az.us

E-mail: Unpublished or Unavailable

Grades: K-8

2002 Enrollment: 1422

Phone: (623) 412-4900

Fax: (602) 412-4905

▼ School Overview ▼

Mission

The mission of Frontier School is to provide a positive learning environment, to educate and challenge students academically and provide opportunities to grow socially and to be successful, productive citizens. We believe students are unique individuals and learning can be enjoyable and that educational success is a team effort.

Organization and Philosophy

- w Departmentalize All Content Areas (6-8)
- w Open Door Policy for Parents
- w Self-contained Classes (K-5)

School/Academic Goals

- w Frontier students will demonstrate increased achievement in reading, mathematics and language as evidenced by improved scores on the Stanford 9 Achievement Test and Arizona's Instrument to Measure Standards (AIMS).
- w A safe and secure environment will be provided for all students, staff and community patrons.

Instructional Programs

- w Beg. Algebra/Inter. Algebra Offered
- w K-8 Internet/Media Services
- w Grades 7-8 Advanced Technology
- w Grades K-6 Computer Lab
- w Music/Band/Art/Physical Education
- w Project Ideal: Gifted Students (3-8)
- w Special Education Resource Classes (K-8)
- w Wireless Laptops Available

- w Human, fiscal and physical resources will be equitably distributed to meet the needs of current students and future enrollment.
- w Frontier staff will increase the effective utilization of technology for instruction, management and communication.

Enrollment

October 1, 2001 School Year Student Enrollment:	1366
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	57

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

3 School Administrator(s)
 1 Non-certified Employee(s)
 3 Teacher(s)
 3 Parent(s)
 1 Community Member(s)
 1 Student(s)

Council Duties

w Improved Communication
 w School Improvement
 w School Safety
 w Growth and Boundary Issues

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	3.00	Teacher	64.50
Other Professional Staff	7.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	17	10	0	0
7 to 9 years	5	4	0	0
10 or more years	12	11	1	0

▽ Shared Responsibilities ▽

School

The staff and administration have a responsibility to provide a quality educational experience for each child. This experience should occur in a warm, caring, accepting climate. This can best be achieved with a team approach - parent, child, teacher and administration. A home/school partnership is an important key to every child's success at Frontier School.

Parents

Parents have a responsibility to be an active partner in their child's educational success. Education begins at home and is supported by the Frontier faculty and administration. Parental support of the teachers, administrators and school practices will have a lifetime effect upon a child. As an advocate of education, a parent's attention sends a powerful message to their child that education is important.

▽ Transportation Policy ▽

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Frontier School. Additionally, transportation services are provided for eligible special education students to Frontier School or other facilities as noted in the IEP.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/14/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/20/03
Operates on Traditional Schedule			

Report Card Release Dates

10/18/02	12/19/02	3/7/03	5/20/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Technology Lab with Internet Access	W Media Center with Internet Access
W Wireless Laptops with Internet Access	W Science Lab

Extracurricular Activities

W Student Council	W Yearbook
W Sports Teams	W Science Olympiad
W National Junior Honor Society	W Outdoor Education
W Renaissance Club	W Challenger Center Missions

School/Community Resources

W DARE Program/Officer	W School Advisory Council
W PTSO	W Before/After School Child Care

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W Student Achievement: SAT 9, mean PR increased 11 points in Math, 15 points in Lang. 5 of 7 grade levels increased % of students scoring at/above 50th PR in Rdg comprehension, 5 of 7 grade levels showed increase in Math problem solving.</p> | <p>W Extracurricular: Field days; Kiwanis and Peoples Choice Art Awards; fifth and sixth grade Cross Country District Champs; Girls Basketball, Second place in Cactus League Tournament; Boys Softball, Second place in district.</p> |
| <p>W Community: PTSO fundraiser for school improvements. Blood Drive; United Way; Race for the Cure; Community Carnival; Red Ribbon Week; Red Cross fundraiser.</p> | <p>W Student Activities: National Junior Honor Society; Student Council; Literacy Week; Outdoor Education; Literacy Week; Renaissance Recognition; Science Expo; Yearbook; Ms. Math Night; Challenger Center Missions; Paw Print Publishing Center.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	5.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	7.7 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.3 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Girls' Basketball District Winner - 2nd Place	2001
Girls' Volleyball Competition Winner	2001
Science Olympiad Winners	2002
Girls' Basketball District Winner	2002

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	130	527	1%	9%	65%	25%
	State	58840	524	9%	17%	45%	29%
Writing	School	94	548	1%	9%	81%	10%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	125	536	1%	15%	52%	32%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	140	511	11%	19%	52%	17%
	State	61305	505	21%	20%	43%	15%
Writing	School	135	530	9%	22%	49%	20%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	139	511	8%	34%	18%	40%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	167	509	19%	18%	47%	16%
	State	57484	504	24%	20%	40%	16%
Writing	School	152	510	3%	37%	59%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	164	476	23%	49%	21%	7%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	98	68	60	--	--	--
2	Reading	--	--	--	--	--	50	97	59	52	95	70	53	97	69	57
	Language	--	--	--	--	--	40	100	57	43	99	64	44	97	72	48
	Mathematics	--	--	--	--	--	51	97	74	55	99	77	57	97	81	61
3	Reading	--	--	47	--	--	47	97	59	48	97	59	50	91	58	50
	Language	--	--	49	--	--	51	100	62	54	94	72	56	92	69	57
	Mathematics	--	--	46	--	--	49	97	67	52	99	80	54	91	75	56
4	Reading	--	--	53	--	--	54	97	63	54	91	66	55	94	70	55
	Language	--	--	47	--	--	49	98	56	48	93	59	50	96	66	50
	Mathematics	--	--	51	--	--	54	99	61	55	96	65	57	97	72	58
5	Reading	--	--	51	--	--	51	97	65	51	98	61	51	87	64	53
	Language	--	--	42	--	--	44	98	55	45	95	55	45	84	55	47
	Mathematics	--	--	51	--	--	54	100	71	55	98	74	57	86	70	59
6	Reading	--	--	53	--	--	54	95	65	53	100	67	54	95	69	56
	Language	--	--	41	--	--	44	92	54	44	97	59	45	94	60	47
	Mathematics	--	--	57	--	--	59	95	77	60	100	74	63	96	80	65
7	Reading	--	--	52	--	--	53	94	69	52	99	64	53	94	68	55
	Language	--	--	52	--	--	54	91	72	54	94	70	55	93	77	58
	Mathematics	--	--	53	--	--	55	94	65	56	99	72	58	96	73	60
8	Reading	--	--	54	--	--	54	95	62	53	100	67	55	99	67	56
	Language	--	--	46	--	--	49	94	63	49	98	65	50	97	66	52
	Mathematics	--	--	52	--	--	54	89	61	56	100	66	58	99	72	59

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	53	72
Grades 3-4	80	58
Grades 4-5	62	69
Grades 5-6	87	86
Grades 6-7	71	73
Grades 7-8	80	77

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All exterior doors, except the front office, remain locked during the school day. Visitors must sign-in the office and obtain an identification badge. In-service staff on crisis management. Monthly safety inspection meetings and fire and safety drills. Four manned cross walks in place. In collaboration with the City of Peoria, Safe Route to School, in place. Implementation of schoolwide Discipline Program, R.E.S.P.E.C.T. (Respect each other, self, property, environment, children, teacher).

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,037	\$2,557,658
Classroom Supplies	\$21	\$25,859
Administration	\$331	\$416,260
Support Services-Students	\$152	\$191,106
Other Support Services and Operations	\$528	\$662,990
Total Expenditures- All Categories 2000-2001	\$3,069	\$3,853,873

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Linda Bromert	(623) 412-4900	
Transportation Policy	Steve Highlen	(623) 486-6006	
Community Resources	Jim Cummings	(623) 486-6040	
School Nutrition Programs	Mrs. Willie Gentry	(623) 487-5183	
Parent Organization	Sue Bertram	(623) 412-4900	
Student Health/Nurse	Dinah Applebee	(623) 412-4904	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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